R.G.Mead
7 Aug. 73

1973 SPANISH SUMMER SCHOOL

Director's Report

Due to long and careful planning by Dean Roger Peel, at Middlebury, and the Director, in Connecticut, who were in constant mail and telephone contact, practically the entire program we designed in the summer and fall of 1872 was carried out with considerable success during the present Summer School. Even the most superficial glance through the student questionnaires collected in the third annual student poll (Jul. 26-Aug. 3) reveals a high degree of satisfaction with the academic and cultural components of the 1973 Spanish School.

Registration on 29 and 30 June went smoothly, thanks to the pre-registration forms mailed earlier by Dean Peel to those students who had been admitted. A party for the whole School on the evening of the 30th and the official opening ceremonies of the School on 1 July, replete with an audiovisual program highlighting earlier Schools plus other film shorts, combined to create a feeling of integration and esprit de corps from the beginning. In a word, the 1973 Spanish School seems to have developed its own ambiente and to have meshed its varied elements from the very first days. A picnic at Lake Dunmore on 7 July, followed in the evening by a theater presentation, also contributed to the sustained vitality of our School spirit. (It must be added, in fairness, that the prolonged spells of hot and humid weather did at times cause a wilting of this spirit.) I believe that the attainment of such a spirit so early in the session is especially notable if one considers that about 60% of our students were at Middlebury for the first time and that their median age was in the early twenties. Frequent films, talks, plays, songs, radio programs and a second picnic kept school spirit alive, and an appropriate climax was reached in a reception for the entire School, graduating class and visitors, held immediately after the graduation ceremonies on the evening of August 14.

Faculty spirit and cooperation were good, too. We had three faculty meetings (with ample discussion), much informal contact in the Faculty Salón and two receptions and a final closing banquet for the faculty and their wives on 5 August.

In all this planning and all these activities the contributions and initiative of Dean Roger Peel were indispensable, and it can be stated categorically that the success of the 1973 Spanish School was due in very large measure to his leadership, tact, warmth, energy and commitment. His wife, Emily, also added greatly to this success by offering the Peel's lovely home for the faculty receptions and helping in the preparations they required. Middlebury owes a great deal to both of them.

As previously noted, a brief reading of the 104 questionnaires (plus the four returned after the deadline) will give some notion of the relative success of the 1973 Spanish School, and further information may be obtained from the brief digest of student reaction prepared on 7 August by the Director (copy attached). In general, the students indicated their highest approval for the curriculum and cultural program and their strongest disapproval for the dormitory facilities and dining room food and sanitation.

Certain instructors and courses were singled out for comment, some of it significant, I believe, and a number of the collected questionnaires (marked on the top of the first page) are worth reading. A few students also took the time to add whole pages of typed or handwritten comment to their questionnaires.

Two hundred questionnaires were distributed, 104 were returned, or 52%. This is the poorest return in the last three years (the survey began in 1971), yet the students were given 9 days in which to fill out and return the forms (sample attached). This decline in response, I suspect, is due to the high percentage (60%-plus) of first-year students and the median age of the school population (early twenties). The new students, in considerable numbers, may not have yet made up their minds about many aspects of the School, and the old students, having already undergone both of the previous surveys, may not be strongly motivated to reply in every case. Also, in the most criticized areas-dormitory and dining room-many may have felt that the Spanish School administration was relatively powerless to effect rapid improvements.

A quick sampling by the Director of the comments on the questionnaires resulted in the following summary:

Evaluation: Excellent: 38% Good: 43% Fair: 16% Poor: 3% (responses by students)

General Comments (including facilities and services):

Some feeling that students (but not professors) used more English than formerly.
Dormitories, especially toilets, were often dirty and cleaning was not always prompt and effective. Insects, particularly flies in the dining room, were abundant and no effective measures against them seemed to be taken.
Meal hours were inconvenient: 7-8; 1:45-2:30;6:30-7:30.
Ventilators or fans are badly needed in the dining room, especially in the hot serving area.
Several respondents were unsympathetic to the no-noise-after 10 pm. regulation and two suggested that older people who couldn't"take it" be segregated in a separate, more isolated building.
A demonstration class of real school children, not peers, is needed in the methods course.
10-min. period between classes was insufficient since certain professors started their classes early and held them late.
Professors should circulate more at the dining tables, especially during the early weeks of the session and lead, not dominate the table conversation.

Curriculum:
The pressure of time during the fifth and sixth weeks in particular is tremendous. There were many more complaints this year in this respect than in 1971 or 1972.
Too many professors continue to require work from the students which is equal to what they can accomplish in a regular semester, NOT in six weeks! Professors should be more realistic in their work assignments.
Some, but not all professors maintained open and friendly relations with their students.
Several students felt rebuffed when they attempted to ask questions or establish a dialog in class.
Examinations and other written work were not always returned promptly or with corrections and comments in regard to ways to improve the student's work.
Some books seemed to be over-priced, others under-used or not used at all. But these complaints were much more frequent in 1971 and 1972.
Hispanic America: considerable sentiment for more courses in this area (lit., art., music, cult. & civ.) to balance what some felt to be a predominance of Peninsular courses.

Extra-curricular:
Radio: moderately popular, inferior culturally to French School radio; over-emphasis on sex and risqué humor; hour convenient but program needs greater variety. News reports needed.
Chorus and group singing, moderately popular.
Theater: very popular but academic over-work reduced attendance by some students.
Movies: moderately favorable response; discussions of films sparsely attended.
Spanish-language periodicals: some needed in student lounges.
Communications: Spanish School bulletin boards should carry calendar with all campus events.
School newspaper: a counterpart to the French School La Gazette is needed.
More cultural events on weekends.

Escuela Española

Encuesta de 1973

Por favor, devuelva el cuestionario a la Secretaria de la Escuela en Sunderland 219, antes del 4 de agosto de 1973.

¿Es éste su primer verano en Middlebury? Sí _____ No _____

CURRICULUM:

1. Evaluación general de los cursos que ha seguido:

Curso	Excelente	Bueno	Mediano	Pobre
1. _____	___	___	___	___
2. _____	___	___	___	___
3. _____	___	___	___	___
4. _____	___	___	___	___

2. ¿Tiene Vd. una sugerencia específica para mejorar uno (o más) de sus cursos, incluso el Taller de Teatro?

3. ¿Cómo le han parecido el ambiente general de sus clases, las relaciones entre estudiantes y Profesores, la cantidad de lecturas y trabajos escritos, y la calidad de los textos?

4. ¿Cree Vd. que los estudiantes y Profesores cumplieron cabalmente con su juramento de no hablar otro idioma que el español?

OTROS ASPECTOS:

1. Su opinión general de las actividades extra-curriculares:

	Excelente	Bueno	Mediano	Pobre
1. Teatro	___	___	___	___
2. Cine	___	___	___	___
3. Conferencias	___	___	___	___
4. Radio	___	___	___	___
5. Coro	___	___	___	___

2. Su opinión general de los dormitorios: ___ ___ ___ ___

3. Su opinión del servicio de comedor y las comidas: ___ ___ ___ ___

¿ Tiene Vd. otra sugerencia u observación con relación a la Escuela de 1973?

APPENDIX A - page 1

1973 ENROLLMENT - SPANISH SUMMER SCHOOL

Aarons, Mary Catherine

Adams, Mary Jane

Agnew, Eugene W.

Allen, James B., Jr.

Alvarez, Horacia

Amenta, Theresa

Anderson, Kathryn J.

Angus, Jane Lorelle

Ashley, Gardner

Barrera, Margarita

Bayron, Karin

Becker, Beverly Ann

Beeson, Diane K.

Beltran, Martha E.

Bergeson, Eleanore L.

Bernabe, Gloria

Blake, Robert

Boetsch, Elizabeth

Boetsch, Howard L.

Bonasia, Nancy

Brady, Judith Ann

Braschi, Gianina

Breau, Linda A.

Bustillo, Silvia

Caeser, Carol L.

Callahan, William J.

Candia, Ruben